

COMPLETION REPORT

Need Analysis on East Asia's Text Book Writing for Teaching Japanese and Chinese Languages As Second Language for International Relations University Student in Indonesia: An Integrated Approach

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The objective of this study is to find out what kind of support needed by students of international relations undergraduate program in learning Japanese and Chinese languages as second foreign languages at various universities in Indonesia. This study focused on two aspects. First aspect is language competency that consists of reading, listening, speaking and writing. Second aspect is thematic / issues that used in the study of international relations. We studied whether there is different emphasis for students who study Japanese and Mandarin language.

We used quantitative analysis research with questionnaire as a tool for data collection. Simple descriptive statistical analysis was used to analyze the results. We conducted questionnaire survey on needs analysis of international relations' students from 8 (eight) private and national universities across Indonesia, namely BINUS University, Al Azhar University, President University, UNIKOM, Udayana University, Padjadjaran University, Andalas University, and Sebelas Maret University. We gathered 347 respondents consist of 202 respondents who study Japanese language (mandarin) and 145 students who learn Chinese language. We conducted this study from mid of 2014 to November 2015.

Our main findings are as follows:

1. The analysis showed that main purpose of learning Japanese and Chinese languages for most of the student is to be able to participate in many international activities;
2. There is same language competency that students would like to achieve for both Japanese and Chinese languages (i.e. reading, listening, speaking and writing). There is only slightly different priority in terms of theme / issues students would like to study for each foreign language.

For Japanese textbook's theme the order is as follows:

- a. Introduction
- b. Self identity
- c. Japanese characters and numbers
- d. Time
- e. Name of days and months
- f. Daily activities
- g. Profession
- h. Public facilities

- i. Direction and signage
- j. Transportation

For Chinese textbook's theme the order is as follows:

- a. Introduction
- b. Self identity
- c. Chinese characters and numbers
- d. Time
- e. Name of days and months
- f. Daily activities
- g. Transportation
- h. Public facilities
- i. Direction and signage
- j. Profession

The priority for those who study Japanese language is international relations, politics and economy, meanwhile for those who study Chinese language is economy, politics and international relations. This different emphasis needs to be underlined in writing each textbook;

3. Textbooks for both Japanese and Chinese languages should be in accordance with the subject related major, contains specific vocabulary that commonly used in the study of international relations; having descriptive and narrative readings with formal and non-formal language; having listening, speaking, reading, and writing practices; and along with role play that facilitates them to understand the materials better.

4. Textbook should include culture knowledge and understanding; international relations study issues; formal and informal language; learning grammatical structure; learning characters; writing skills; dialogue completion exercises; sentences completion exercises; correct sentences exercises, and debate exercises.

This study has successfully captured the need analysis on East Asia's textbook writing for teaching Japanese and Chinese languages as second languages for international relations university students in Indonesia. In facing the growing penetration of Chinese culture into Southeast Asian countries particularly Indonesia, there should be a systematic effort to revitalize Japanese language and cultural study through many channels and activities. The study of international relations can facilitate this need as it has been increasingly popular in the last ten years. Therefore, next step is writing a textbook for each language in the detail based on findings above. Another grant is needed to materialize this step in the future. We appreciate if the Foundation can support in writing the textbooks.

Publication of the Results of Research Project:

Verbal Presentation (Date, Venue, Name of Conference, Title of Presentation, Presenter, etc.)

September 19-21, 2015, Shenyang Normal University, China, The International Conference on Language and Culture with Chinese International Education Background, "Needs Analysis of Chinese Textbook for International Relations Students: A Study of International Relations Student Department at BINUS University, Indonesia", Yi Ying.

November 4, 2015, Bina Nusantara University, Indonesia, The 4th International Conference on Business, International Relations and Diplomacy (ICOBIRD), "Need Analysis on East Asia's Text Book Writing for Teaching Japanese and Chinese Languages As Second Language for International Relations University Student in Indonesia", Tirta N. Mursitama.

November 11-12, 2015, UIN Syarif Hidayatullah Jakarta, Indonesia, The 2nd International Conference on Education in Muslim Society, "Kebutuhan Buku Teks Bahasa Mandarin Bagi Jurusan Hubungan Internasional: Sebuah Studi di Universitas Bina Nusantara", Yi Ying

Student Expectation of Textbook Suitable for the Department of International Relations to Improve Chinese Language Competence, Tirta N. Mursitama, Yi Ying, Nalti Novanti, an manuscript to be submitted to international journal (i.e. Pertanika)

Thesis (Name of Journal and its Date, Title and Author of Thesis, etc.)

Book (Publisher and Date of the Book, Title and Author of the Book, etc.)